INDEX

Volume 9, 1985–1986

Borland, J. A note on the existence of certain divergent-production abilities, Number 4, p. 239.

Brown, G. & Wolf, J. Development of intuition in the gifted, Number 2, p. 157.

Buescher, T. Using evaluation and research theory to improve programs in applied settings: An interview with Thomas D. Cook, Number 3, p. 169.

Carter, K. & Kuechenmeister, M. Evaluating the consequences of participating in a gifted pullout program, Number 4, p. 265.

Cornell, D. & Grossberg, I. Siblings of children in gifted programs, Number 4, p. 253.

Fleming, E. Book review of: *Toward excellence in gifted education,* Number 1, p. 81.

Ganschow, L. Diagnosing and remediating writing problems of gifted students with language learning disabilities, Number 1, p. 25.

Gregory, E. & Stevens-Long, J. Coping skills among highly gifted adolescents, Number 2, p. 147.

Hall, E. Book review of: *Education of the gifted and talented,* Number 2, p. 165.

Hollinger, C. Understanding the female adolescent's self perceptions of ability, Number 1, p. 59. Career aspirations as a function of Holland Personality type among mathematically talented female adolescents, Number 2, p. 133.

Kammer, P. Attribution for academic success and failures of students participating and not participating in programs for the gifted, Number 2, p. 123.

Kulieke, M. Research design issues in the evaluation of gifted programs: A case study, Number 3, p. 193.

Lajoie, S. & Shore, B. Intelligence: The speed and accuracy tradeoff in high aptitude individuals, Number 2, p. 85.

LaRose, B. The Lighthouse Program: A longitudinal research project. Number 3, p.

Mitchell, B. & Gluck, D. Pyramid Project needs assessment: A Beginning, Number 3, p. 209.

Pyryt, M. Using discriminant analysis to identify gifted children, Number 3, p. 233.

Rimm, S. Gifted programs and instrument development: A compatible marriage, Number 4, p. 277.

Robinson, A. Book review of: *It's all in your head.*

Scruggs, T. Learning characteristics research: A personal perspective, Number 4, p. 291.

Scruggs, T. & Mastropieri, M. Spontaneous elaboration in gifted and non-gifted youths, Number 1, p. 1.

Scruggs, T., Mastropieri, M., Jorgensen, C. & Monson, J. Effective mneumonic strategies for gifted learners, Number 2, p. 105.

INDEX

Volume 9, 1985–1986

Borland, J. A note on the existence of certain divergent-production abilities, Number 4, p. 239.

Brown, G. & Wolf, J. Development of intuition in the gifted, Number 2, p. 157.

Buescher, T. Using evaluation and research theory to improve programs in applied settings: An interview with Thomas D. Cook, Number 3, p. 169.

Carter, K. & Kuechenmeister, M. Evaluating the consequences of participating in a gifted pullout program, Number 4, p. 265.

Cornell, D. & Grossberg, I. Siblings of children in gifted programs, Number 4, p. 253.

Fleming, E. Book review of: *Toward excellence in gifted education,* Number 1, p. 81.

Ganschow, L. Diagnosing and remediating writing problems of gifted students with language learning disabilities, Number 1, p. 25.

Gregory, E. & Stevens-Long, J. Coping skills among highly gifted adolescents, Number 2, p. 147.

Hall, E. Book review of: *Education of the gifted and talented,* Number 2, p. 165.

Hollinger, C. Understanding the female adolescent's self perceptions of ability, Number 1, p. 59. Career aspirations as a function of Holland Personality type among mathematically talented female adolescents, Number 2, p. 133.

Kammer, P. Attribution for academic success and failures of students participating and not participating in programs for the gifted, Number 2, p. 123.

Kulieke, M. Research design issues in the evaluation of gifted programs: A case study, Number 3, p. 193.

Lajoie, S. & Shore, B. Intelligence: The speed and accuracy tradeoff in high aptitude individuals, Number 2, p. 85.

LaRose, B. The Lighthouse Program: A longitudinal research project. Number 3, p.

Mitchell, B. & Gluck, D. Pyramid Project needs assessment: A Beginning, Number 3, p. 209.

Pyryt, M. Using discriminant analysis to identify gifted children, Number 3, p. 233.

Rimm, S. Gifted programs and instrument development: A compatible marriage, Number 4, p. 277.

Robinson, A. Book review of: *It's all in your head.*

Scruggs, T. Learning characteristics research: A personal perspective, Number 4, p. 291.

Scruggs, T. & Mastropieri, M. Spontaneous elaboration in gifted and non-gifted youths, Number 1, p. 1.

Scruggs, T., Mastropieri, M., Jorgensen, C. & Monson, J. Effective mneumonic strategies for gifted learners, Number 2, p. 105.

Slotnick, H., Reichelt, C. & Gardner, R. Gifted students meet the institutionalized elderly: Learning about aging and the aged in a rural nursing home, Number 1, p. 45.

Stanley, T. & Robinson, A. Regression discontinuity: Integrating research and gifted program design, Number 3, p. 181.